

# SUPPORTING PRACTICE BASED LEARNING

This section considers the experiences and work undertaken in phase two of the project, in the development of the web portal, learning materials, mapping of standards and other project outputs.

## Authors



**Joan Mulholland**  
Project Director  
University of Ulster



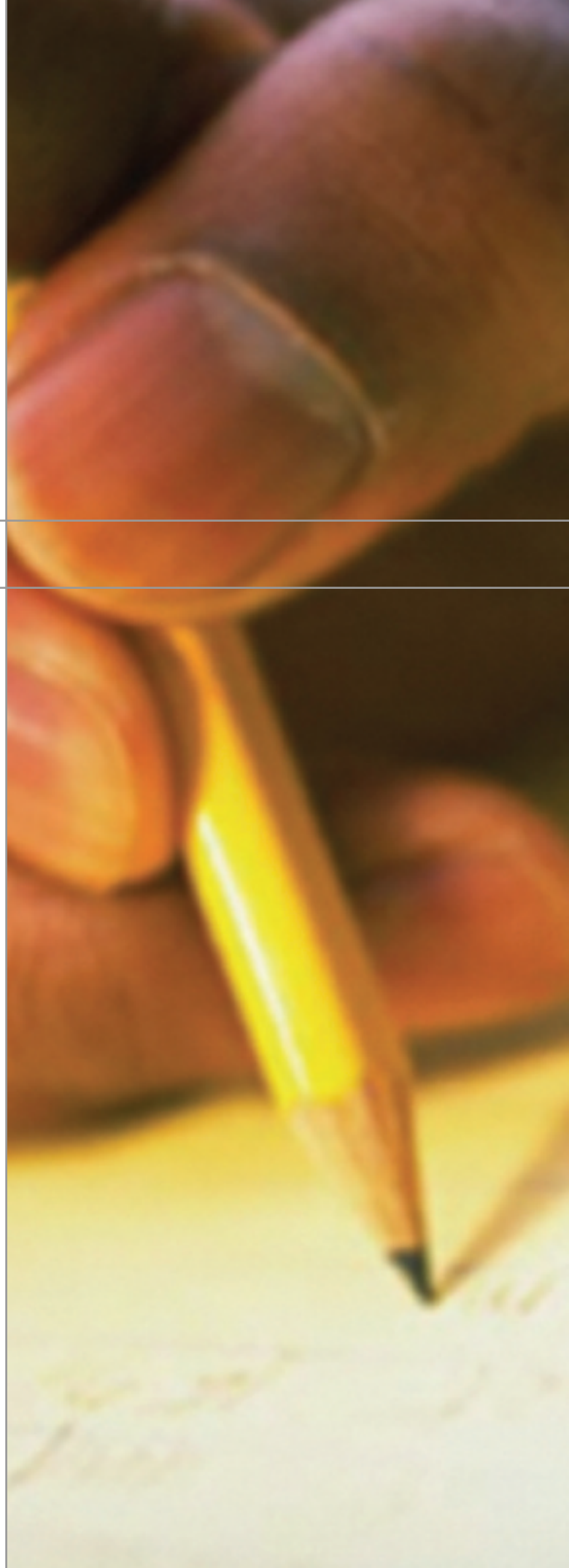
**Janet Scammell**  
Project Manager  
Bournemouth University

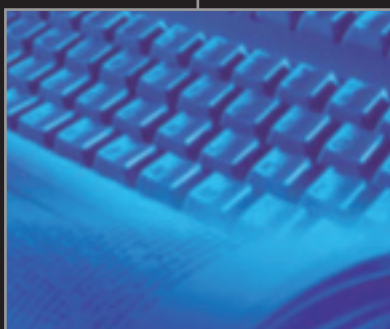


**Chris Turnock**  
Project Manager  
Northumbria University



**Barbara Gregg**  
Project Administrator  
University of Ulster





## Supporting Practice Based Learning

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### 4.1 Introduction

This section of the report will provide information on the process of designing the project related materials, particularly project web site, learning materials and resources, plus the exercise to map these materials against statutory, professional and other bodies ,e.g. government, standards, linking to other relevant web sites and finally concluding with reflection on the process of developing resources to support practice-based learning and considering the future of the project's catalogue of online resources.

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### Web Portal and Other Dissemination Materials

#### 4.2 Web Portal and Other Dissemination Materials

The project team had been aware of the need to ensure an effective public presence as this would be an essential aspect of ensuring successful engagement with a range of stakeholders as well as being able to effectively communicate the project's outcomes. Therefore, one of the first actions performed by the project team shortly after project commencement was to approach a graphics designer based at Northumbria University and the project's commissioned web designers based at Northumbria University to develop a project logo.

After a period of consultation between designers and project team, the following image was selected to be used as the project logo.



The use of the pebbles was selected as the project team felt it was an effective representation of a fundamental feature of the project, namely the development and growth of individuals involved in all aspects of practice education. Blue was chosen as the colour of the pebbles as it formed the basis of the logo used by all three partner institutions.

The logo was used as the basis of a number of materials produced for the project team, which included compliment slips, letter headed paper, conference bags, adhesive backed stickers that could be placed onto the blank side of individual project team members' business cards. Dissemination methods utilised the logo for conference

posters, slide template for PowerPoint presentations and the project web site.

As the screen image below shows, the project web site utilised the project logo as both header and page background on pages that used blue text, i.e. similar colour to the pebbles, on a white background. Page background on the project web site also contained the project logo, which was paler than the normal logo colour so that the logo did not make the text difficult to read.

The web site structure was initially based on the limited amount of information that the project team had to present to stakeholders, e.g. background to project, project aims, project team and contact details. Feedback on the nature of the web site at workshops facilitated by the project team was obtained during Phase One of the project. The feedback indicated that many stakeholders believed the web site's appearance lacked impact and looked a little bland. However, the web site was considered to be well structured and easy to navigate.

The project team realised that the visual appearance of the web site and other dissemination materials would be enhanced by re-examining the choice of colour used. Therefore, the project team commissioned a graphic designer at Bournemouth University to work with the project web site designers on re-branding the appearance of project related materials.

Following a meeting of all concerned to discuss the project team's requirements the graphic designer and web site designers collaborated on production of a mock up of revised materials that would be suitable for production in a range of formats, i.e. web site, paper materials and compact discs.

This mock up was presented separately to both project team and project steering group before agreement was reached to use a format that utilised the principles of the original project logo but which all felt had greater visual impact. The decision on the new appearance of project

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## Web Portal and Other Dissemination Materials

materials was taken as final versions of the Phase One case studies were being produced. The project team felt this provided an opportunity to use the new project branding in the production of hard copies of the case study report and to also simultaneously change the appearance of the project web site.

The project team believed that the hard copy of the case study report should reflect the conclusions made in the report, particularly to produce resources that utilised a range of contemporary media. Therefore, the hard copy consisted of a four sided A4 pamphlet containing information about the project, project team and an executive summary of the report. The full report was copied onto compact discs that had the project logo on the disc. The box containing the compact discs had a sleeve with brief project information; title of compact discs' content and project logo on. The compact discs were then placed in a sleeve that was attached to the pamphlet.

The appearance of both project web site and compact discs was made to be similar in terms of colour, header and footer plus navigation buttons. One difference was that the colour of the page border of individual sections of the case study report altered to reflect the colour of the navigation button for a particular section. However, the technical difficulty of reproducing this feature on the project web site was beyond the time and resources available to the web design team. The nature of the web site was similar to the case study report in all other respects.

The next year of the project was a period when the web site went through a number of developments. The rationale for these changes came from various sources, including discussions within the project team, periodic collaborative reflection on the web site involving the project manager responsible for development of the web site and the web designers, feedback from Phase Three workshops and online evaluation form located on:

[www.practicebasedlearning.org/resources/resources.htm#](http://www.practicebasedlearning.org/resources/resources.htm#) that obtained stakeholder perspective on various aspects of the web site such as appearance and ease of navigation.

The web site contained vertical navigation buttons for the site's sections as well as horizontal text representing each page within a section (see following image).



One development, based on feedback from the first workshop, involved altering the colour of the horizontal text, so that the title of the page currently being viewed changed colour from blue to turquoise. This title page became pale red when the browser went to view another page. Feedback from subsequent workshops indicated this was a popular design feature. Another new feature arising from workshop feedback was inclusion of a search facility. The software used was obtained from the Higher Education Academy (HEA) Connect service and seamlessly searched both project and HEA web sites, giving users access to an additional repository of online resources.

Discussion between project team and web design team resulted in the inclusion of a site map to facilitate navigation. Also, a link to the online evaluation form was put onto every page of the web site so that browsers didn't need to navigate to the aforementioned specific page to provide feedback to the project team.

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## Communication Tools

### 4.3 Communication Tools

The project team had identified at an early stage in the life of the project that there was a need to develop effective methods of communication for three geographically distant partners. Again, the project team felt that the project's philosophy meant that there was a need to explore the use of innovative communication methods.

Effective, innovative communication was achieved in several ways. Online meetings of the project team were conducted using instant messaging software. This facilitated synchronous dialogue between the project team in either text, sound or video. The communication methodology was facilitated by using open source software, which all found simple to use. The main limitation was that sound and video communication only permits one person at a time to speak. The result was that dialogue occasionally followed a pattern that didn't reflect face to face conversation when two or more people simultaneously talk.

The project team utilised file share software to create a repository of shared documents that were located on the same server as the project web site. This meant that files could be accessed and replaced by any member of the project team at a convenient time – it avoided any delay that could occur if file transfer required communication with another member of the project team. One of the potential limitations of this approach was that it was also possible to accidentally delete the project web site as it was contained in folders in the same online location as the web site. However, the web site was saved on a daily basis so that it could be easily restored in the event of accidental deletion, which only occurred once.

However, the project team felt this would not be an approach for file sharing within the commissioned case study writing teams as they would have access to materials confidential to the project team. Therefore, the project team used the virtual learning environment (VLE) provided by the lead project partner, University of Ulster. This VLE used the

Web CT programme, which was different to the programme used by the other two institutions: Blackboard. Therefore members of both the project team and case study teams unfamiliar with Web CT required training in using this programme. It was then used for file sharing in the Web CT file repository facility and asynchronous dialogue using the discussion room facility.

Whilst this experience led to effective dialogue between case study teams, those familiar with Blackboard found the experience of using a different VLE a little difficult. Consequently the project team felt that Web CT would not be used as a communication tool for the Phase Two review teams. Instead the web design team created a discussion room facility on the project web site for each theme review team (see Section 3.4 for more information). These were established as open access facilities so that the decision trail was available for public scrutiny, apart from the diversity discussion room. This discussion forum was password protected as both project and review teams were concerned that the nature of material being discussed might lead to obscene postings by members of the public.

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## Learning Materials

### 4.4 Learning Materials

As previously stated in the conclusion of Section Two, analysis of the case study findings resulted in identification of six themes that would serve as the structure for a series of online resources. The themes were:

- Learning and Teaching in Practice.
- Support for Learning in Practice.
- Reflection in Practice.
- Assessment in Practice.
- Interprofessional Learning in Practice.
- Diversity in Practice.

The project team were each allocated a theme, with one member taking two themes and a colleague with relevant expertise from one of the project institutions, Bournemouth University, taking responsibility for the diversity theme. The project team had allocated a structure for each theme, which consisted of a series of categories:

Theory.

Principles.

Roles and responsibilities.

Professional standards.

Skills.

The person allocated to a specific theme then searched the internet using the 'Google' search engine to identify possible open source online materials relating to the theme's category. The project team developed inclusion criteria, which consisted of:

The project team also established a review team for each theme. These teams consisted of a range of people associated with practice education and perceived to have expertise in the theme. Membership of review teams varied, consisting of academics managing practice educator courses, academics delivering practice educator

courses, staff supporting practice educators and practice educators.

The review teams received the theme's list of resources approximately two weeks before attending a meeting of the review team where their analysis of the identified resources for inclusion on the project web site answered the following questions:

1. Should this resource go into the resource portal?  
Yes / No

Comments

2. Which staff groups would use this resource?  
Tick group(s) whom you think resource relevant to.

Staff Group	Tick group(s) whom you think resource relevant to
Practice Educator	
Placement Co-ordinator	
Lecturer	
Other – please state	
None	

3. Could this resource be improved? Yes / No  
Comments

4. Any other comments about the resource.

5. Annotation.

Please write a short, i.e. no more than thirty words, annotation if you think this resource should be included in the web portal. For example:

*This site includes materials on learning contracts, including a section on setting objectives and monitoring student progress. It is of particular relevance to practice educators.*



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## Learning Materials

Both review teams and project team members believed that the main users of this resource would be busy practitioners and that a short annotation about each externally hosted resource would facilitate effective browsing as the practitioner would have information to enable him/her make a more informed decision about whether or not to examine a particular resource.

The reviewers were also asked to produce a short annotation for a selection of resources that had been accepted for publication on the web site. The theme's allocated project team member wrote the annotation for the resource. The final list of identified suitable resources plus the annotation were published on the web site, with the hyperlink address appearing as a word, 'more>>', as shown here.



The project team also realised from personal experience plus feedback from Phase One regional workshops that a wealth of appropriate materials existed on university web sites. Unfortunately, these materials were normally password protected, with access restricted to staff and students at a particular university plus practice educators working in health care who supervised students from the particular university.

Therefore, the project team decided to make some of these materials openly available by commissioning authors to receive funding to enhance these materials. The enhanced materials would then be given to the project team for making publicly available via the project web site and on compact disc. Invitation to tender was posted on the project web site as well as being sent to the same institutional personnel who received information about the Phase One questionnaire (see Section 3.3) so that they could disseminate the invitation to relevant staff.

The subsequent applications were short listed before being invited to attend a meeting in London where they were given an overview of the project before applicants presented their materials to the project team. The project team then assessed the merits of each bid before agreeing to fund six applications with varying degrees of funding ranging from £250 to £1,000. These materials were submitted in various formats, for example html document, word document, shockwave file with some of these materials containing sound clips or links to web based video clips.

The project team also asked the relevant review team to analyse the suitability of these materials. The individuals responsible for these materials received feedback from the review, which enabled final enhancement of the materials to take place. The final version was then given to the project team for presentation in a similar format to other project materials. The materials were then made available on the project website as well as being copied onto compact disc to be included with the executive summary of this report that was published as a four page pamphlet.

A further level of review took place at the various regional events facilitated by the project team. Delegates were asked to complete the online questionnaire, as well as providing verbal feedback on the resources and learning materials following participation in a session during the workshop to access both learning materials and resources. Feedback did result in the removal of a small number of resources, though delegates also suggested additional materials for inclusion.

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### Learning Materials

Interestingly the Phase Three workshops that disseminated the online resources led to several approaches from academics to provide a copy of learning materials that could also be made publicly available on the project web site. These materials were independently reviewed, either by a member of the project team with relevant expertise or an acknowledged expert.

One of the lessons learnt from production of the case studies was the need to ensure satisfactory appearance of the documents on both compact disc and internet. One problem with the Phase One case study report had been font size when viewing documents on the internet. The appearance of the online version meant that enlarging the font to a legible size, led to approximately half a single page appearing on the computer screen. The reader had to scroll across the screen to read a line of text.

Therefore, all Phase Two learning materials were produced so that text size was legible and a single page of text filled the computer screen without having to either enlarge text or scroll across the screen. The nature of most materials meant they could be used using established software, i.e. html files viewed using Internet Explorer or pdf files viewed using Adobe Acrobat. However, one set of materials required Macromedia Shockwave player software and another resource required Quick Time player software, neither of which may necessarily be installed on the reader's computer. Therefore, the web team included a link to a downloadable version of both programmes if needed by the viewer.

Feedback from four regional workshops (see Appendix 4.1 for more information), in which 116 delegates completed the online evaluation form, indicated a high level of satisfaction with the resources. For example, 65.5% of all delegates found the resources to be clear and well presented, with only 13.8% thinking they were cluttered or too wordy and an even small number, 5.2%, believed the materials were dull. The resources seemed to be easy to navigate, with 83.6% stating that they were either

somewhat easy or very easy to navigate.

Content of the resources section appears to have been very appropriate, with 92.3% finding the resources to be either useful (50.9%) or very useful (41.4%). Only 12.9% of delegates found any inappropriate resources. Many delegates (42.2%) did think additional materials could be included or that they could be changed (35.3%). However, many respondents stated that they had not fully browsed the resources section. Many suggestions were actually available, leading the project team to be circumspect in the nature of changes made on the basis of delegates' suggestions, especially when changes might be in response to individual perception of appropriate content.

Most comments came from the first workshop, held at Northumbria. The greatest level of change occurred after this workshop, with user evaluation appearing to be more positive at subsequent workshops.

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## Mapping of Standards

### 4.5 Mapping of Standards

The project team had realised from feedback at Phase Three workshops that it would be useful to enable staff involved in practice education to identify relevant standards for practice-based learning. This would assist identification of how to develop programmes designed to meet selected standards, allow individuals to select resources to utilise for achieving selected standards or provide a framework for indicating material used to meet a standard.

A specific section on these standards was added to the website (<http://www.practicebasedlearning.org/mapping/mapping.htm>)

which, initially contained links to standards produced by a range of organisations, including National Health Service Key Skills Council, Nursing and Midwifery Council, Health Professions Council, Higher Education Academy, General Social Care Council and various national bodies concerned with health and/or social care.

The project team also provided a table that mapped those standards of greatest relevance to practice educators against specific themes of the online resources as shown in Appendix 4.2.

Feedback from dissemination events indicated a need for templates that could be downloaded, saved and completed by individual practitioners in either identifying specific resources to be used to meet standards or as a record of materials studied in achieving a standard. The project team also included a section to assist the individual completing the form to undertake a reflection upon the associated activities.

The project team designed three forms, one each for the two health related statutory body standards (Nursing and Midwifery Council and Health Professions Council) plus one for the main government agency (National Health Service Key Skills) so that individuals could select the standards most relevant to practice education locally. These forms

were produced in Word format to maximise ability to complete the form electronically (see Appendix 4.3).

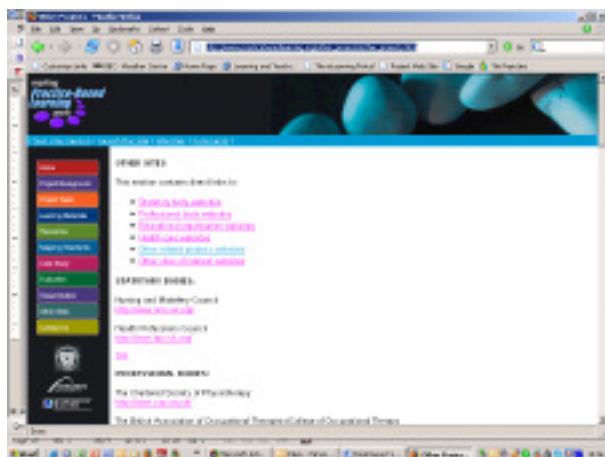
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Links to other websites

## 4.6 Links to other websites

It had been suggested at the first Phase Three workshop that it would be useful if the project web site contained links to other appropriate web sites, e.g. professional and statutory bodies, health care sites, educational sites and other projects. The project team identified a number of web sites and produced a web page containing the organisation's name plus a link to the site. These were originally provided as a list. Whilst the listed sites were placed in thematic order, it soon became a lengthy list that could involve considerable scrolling to find sites located at the bottom of the list.

Therefore, the project team restructured the listing by putting each category onto a separate web page (see image below).



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## Discussion and Conclusion

### 4.7 Discussion and Conclusion

Development of project-related materials and resources, particularly web site structure and content, had been an iterative process. Feedback from various stakeholders has been a fundamental feature of this process. The project team has learnt several key messages from the experience.

The need for reviewing materials developed for the project should not only consider content, but also structure and functionality, particularly if the material will be made available using various media. Furthermore, developing materials often takes longer than originally anticipated and timescales need to be extended to ensure effective production and review.

Overall feedback concerning the project web site has been positive. However, concerns have been expressed about maintaining the web site after the project ends. The resources section has been put into a database format so that online appearance remains unchanged, but that it can be easily maintained so that listed resources can be edited if the location address of a site changes or a site becomes unavailable. In addition, this approach makes it possible to add new resources without having proficiency in technical aspects of web site design.

The project team have also purchased 'dead link' software that performs a monthly analysis of the availability of externally located resources. The software produces a report identifying unavailable resources. This facilitates the process of ensuring all resources are available as manual analysis takes approximately eight hours. Unfortunately the software does not identify possible new location of the link, so finding the new link must still be performed manually.

Whilst the use of a database and dead link software may make it easier and less time consuming to maintain a key part of the web site, the external resources section, it still needs appropriate resources to perform any necessary updates. The project's funding does not support this activity and so the project team are negotiating with both funding body and partner institutions to ensure a web site that has been very positively received remains relevant to the needs of all involved in practice education.

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## Appendices

### Appendix 4.1: Workshop Evaluation of Online Resources

#### Sample Size

In total there were 116 completed questionnaires.

Workshop	Evaluations W/shop	per	Questionnaire No
Cheltenham	19		1-19
Northumbria	59		20-78
Belfast	9		79-87
Bournemouth	29		88-116
TOTAL	116		

#### Question One. What do you think about the appearance of materials?

<b>Theme :- Clear &amp; Well Presented</b>	
Workshop	Times theme appeared (% per workshop)
Cheltenham	12 (63.2%)
Northumbria	32 (54.2%)
Belfast	8 (88.9%)
Bournemouth	24 (82.8%)
TOTAL	76 (65.5% of all delegates)
<b>Quotes :</b> Questionnaire No. (44) Clear, specific and easy to read Questionnaire No. (3) Clear and professional appearance Questionnaire No. (59) Clear and attractive materials (on-line)	

<b>Theme :- Too "Wordy" / Cluttered</b>	
Workshop	Times theme appeared (% per workshop)
Cheltenham	2 (10.5%)
Northumbria	10 (17.0%)
Belfast	1 (0.09%)
Bournemouth	3 (0.87%)
TOTAL	16 (13.8% of all delegates)
<b>Quotes :</b> (31) Took a while to read the page and decide a topic (32) Too Wordy, literature too compact (95) Some a little 'Busy'	

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<b>Theme :- Needs Colour / Dull</b>	
<b>Workshop</b>	<b>Times theme appeared (% per workshop)</b>
Cheltenham	0 (0.0%)
Northumbria	5 (3.0%)
Belfast	0 (0.0%)
Bournemouth	1 (0.3%)
TOTAL	6 (5.2% of all delegates)

**Quotes :**  
(28) Dull, Academic, Dry  
(65) Homepage could be more eye-catching  
(102) very visual, materials from other sources presented in a 'boring' format

#### **Project Team Comments:**

The comments from Northumbria may reflect the fact that it was the first workshop & many of the delegates' comments were used to inform development of the web site, which may explain more positive comments from the subsequent workshops.

The general consensus seems to be that people find the site very clear and simple to use and that it is well presented and is well organised. Some people found the site to be a little on the wordy side and thought the use of some graphics, icons, colour would aid in its simple use.

#### **Question Two. How easy was it to navigate the materials?**

<b>Theme :- Very Easy to Navigate</b>	
<b>Workshop</b>	<b>Times theme appeared (% per workshop)</b>
Cheltenham	11 (57.9%)
Northumbria	37 (62.8%)
Belfast	5 (55.6%)
Bournemouth	23 (79.3%)
TOTAL	76 (65.5% of all delegates)

**Quotes :**  
(80) Completely easy. The pathway is simple, coherent and totally conducive to use in clinical practice and academia.  
(29) Yes, Very, leave alone, do not fix!  
(107) Incredibly so!! Was great that there were so many links which take you straight there.....

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<b>Theme :- Somewhat Easy</b>	
<b>Workshop</b>	<b>Times theme appeared (% per workshop)</b>
Cheltenham	<b>8 (42.1%)</b>
Northumbria	<b>5 (8.5%)</b>
Belfast	<b>3 (33.3%)</b>
Bournemouth	<b>5 (17.2%)</b>
TOTAL	<b>21 (18.1% of all delegates)</b>

**Quotes :**  
(32) Slightly Difficult due to heavy content  
(67) Needed time to identify where to click and its role.  
(113) Reasonably easy although I felt I might be missing shortcuts and kept having to return home to move on.

#### **Project Team Comments:**

The comments from Northumbria may reflect the fact that it was the first workshop & many of the delegates' comments were used to inform development of the web site, which may explain more positive comments from the subsequent workshops.

Almost all people who evaluated the site found it very simple and straightforward to navigate around the site. A few people found it slightly difficult but this is no surprise as computer literacy varies from person to person.

#### **Question Three. How useful were the materials?**

<b>Theme :- Very Useful</b>	
<b>Workshop</b>	<b>Times theme appeared (% per workshop)</b>
Cheltenham	<b>9 (47.4%)</b>
Northumbria	<b>22 (37.3%)</b>
Belfast	<b>7 (77.8%)</b>
Bournemouth	<b>10 (34.5%)</b>
TOTAL	<b>48 (41.4% of all delegates)</b>

**Quotes :**  
(80) Very useful for me in the new post of practice educator in midwifery, this is a god send. I feel like I've won the lottery  
(3) Very thorough. I would have thought I could find everything I needed from this site  
(26) Useful and comprehensive resource



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<b>Theme :- Useful</b>	
<b>Workshop</b>	<b>Times theme appeared (% per workshop)</b>
Cheltenham	<b>10 (52.6%)</b>
Northumbria	<b>30 (50.8%)</b>
Belfast	<b>2 (22.2%)</b>
Bournemouth	<b>17 (58.6%)</b>
<b>TOTAL</b>	<b>59 (50.9% of all delegates)</b>

**Quotes :**  
(27) I feel this could be useful over time.  
(51) Useful for basic knowledge  
(113) Useful on an individual basis but could also be used in facilitating groups of practice educators.

#### **Project Team Comments:**

After evaluating question 3 it appears that no-one finds the material within the site to be irrelevant or of no use to them. Many people found the resources to be comprehensive and cover most areas in which they have an interest.

The remainder found the site to contain information that was related to their field but that it could be improved upon, e.g. it would go into more specific types of teaching, learning. Very few people felt that the site had no useful information to offer them.

#### **Question Four. Were any of the materials inappropriate?**

<b>Theme :- Yes</b>	
<b>Workshop</b>	<b>Times theme appeared (% per workshop)</b>
Cheltenham	<b>5 (26.3%)</b>
Northumbria	<b>4 (6.8%)</b>
Belfast	<b>3 (33.3%)</b>
Bournemouth	<b>2 (6.9%)</b>
<b>TOTAL</b>	<b>14 (12.1% of all delegates)</b>

**Quotes :**  
(98) Relevance varies as profession  
(41) 'Dyslexics' "People with Dyslexia" – More appropriate.  
(70) Maybe Dyslexia  
(7) Some links subject specific therefore not really relevant to all program areas

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<b>Theme :- No</b>	
<b>Workshop</b>	<b>Times theme appeared (% per workshop)</b>
Cheltenham	<b>12 (63.2%)</b>
Northumbria	<b>36 (61.0%)</b>
Belfast	<b>3 (33.3%)</b>
Bournemouth	<b>22 (75.9%)</b>
<b>TOTAL</b>	<b>73 (62.9% of all delegates)</b>
<b>Quotes :</b> (88) Not as far as I explored (xx) Almost all quotes say simply "No"	

#### **Project Team Comments:**

Following the evaluation of question Four it appears that very few people found inappropriate material on the site. Those people that did pointed mainly to documents detailing dyslexia.

Many questionnaires did not have any answer and others said that they did not have enough time to evaluate them properly.

#### **Question Five. What additional materials(s) should be included?**

<b>Theme :- Yes more material should be included</b>	
<b>Workshop</b>	<b>Times theme appeared (% per workshop)</b>
Cheltenham	<b>9 (47.4%)</b>
Northumbria	<b>24 (40.7%)</b>
Belfast	<b>4 (44.4%)</b>
Bournemouth	<b>12(41.4%)</b>
<b>TOTAL</b>	<b>49 (42.2% of all delegates)</b>
<b>Quotes :</b> Many different people want many different things to be added to the site. Questionnaires detailing these requests are:- Cheltenham (1,2,3,6,9,12,13,16,18) Northumbria (21,23,27,29,30,33,35,36,38,39,40,46,48,52,53,54,61,69,70,71,72,75,78,79) Belfast (80,82,85,88) Bournemouth (89,90,93,94,101,108,109,113,114,116,117)	

#### **Project Team Comments:**

A lot of people who evaluated the site have asked for different things to be included. Whether or not these materials already exist on the site I do not know. Quite a few of the answers said that they did not have enough time to go through the material which suggests that the people who have proposed material to be included may not have realised that what they are requesting is already present on the site.

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#### Question Six. What other changes would you make to the materials?

<b>Theme :- Yes changes could be made</b>	
<b>Workshop</b>	<b>Times theme appeared (% per workshop)</b>
Cheltenham	<b>5 (26.3%)</b>
Northumbria	<b>23 (39.0%)</b>
Belfast	<b>2 (22.2%)</b>
Bournemouth	<b>11(37.9%)</b>
<b>TOTAL</b>	<b>41 (35.3% of all delegates)</b>
<b>Quotes :</b> (28) Less preaching educational style (36) Clearer Aims and Objectives i.e. bigger print (37) Less wordy homepage (39) Useful contact details when there may be difficulties	

#### **Project Team Comments:**

Yet again many different people think that many different things could be changed on the site. Many people confused this question with the one before asking for things that could be added to the site and suggested additions but not changes to the site.

There seems to be a clear need for a discussion forum so that practice educators can communicate with each other in an open manner. This may be problematic for the project team as it would require additional input, greater than available within project's funding, to facilitate useful discussion.

Many people would also like the font on the site made larger but these people probably do not know that it is a relatively simple operation to carry out.

#### Question Seven. Any other comments about the materials?

<b>Theme :- Yes</b>	
<b>Workshop</b>	<b>Times theme appeared (% per workshop)</b>
Cheltenham	<b>6 (31.6%)</b>
Northumbria	<b>25 (42.4%)</b>
Belfast	<b>6 (66.7%)</b>
Bournemouth	<b>20 (69.0%)</b>
<b>TOTAL</b>	<b>57 (49.1% of all delegates)</b>
<b>Quotes :</b> (65) Need date of publication and review date for publications (78) Needs clearly stated aims and outcomes at the beginning (29) Give examples of learning contracts ..... (93) You've done a lot of hard work which has huge potential for wider use, well done! It would also be useful to provide some sort of information e.g. on the contacts page, encouraging users to send additional information that they want to share to fully maximise the opportunities your site offers for truly multi-professional / multi-centre sharing of best practice. Many thanks.	

#### **Project Team Comments:**

These evaluations indicate that the majority of people who have looked at the site and its materials like it. The majority seem to think that coverage of topics on the site is good but each individual person would like to see something added that would help each of them specifically.

Publications posted on the site need to have their publication and review dates attached to them. It also looks like people would like an area on the site like a discussion board where they can collaborate and share ideas. This may be problematic for the project team as it would require additional input, greater than available within project's funding, to facilitate useful discussion.

The majority of the evaluations were received from delegates at the Northumbria workshop. The nature of these comments may reflect that it was the first workshop. Many of this workshop's comments were used to inform development of the web site, which may explain more positive comments from the subsequent workshops.

### Appendix 4.2: Statutory & Professional Body Standards Mapping Exercise

#### PROFESSIONAL AND STATUTORY STANDARD

THEMES	<a href="#">NHS Knowledge and Skills Framework</a>	<a href="#">NMC Standards to support Learning and Assessment (Statutory Standard)</a>	<a href="#">HPC Standards of Education and Training (Statutory Standard)</a>	<a href="#">National and Occupational Standards for Management &amp; Leadership</a>	<a href="#">Higher Education Academy Draft Standards Framework</a>
1. Generic Skills	<ul style="list-style-type: none"> <li>Core Dimension 1: Communication Levels 1-3</li> <li>Core Dimension 2: Personal and People Development Levels 1-2</li> <li>Core Dimension 2: Personal and People Development Level 3*</li> </ul>	<ul style="list-style-type: none"> <li>Establishing Effective Working Relationships Stage 1</li> <li>Establishing Effective Working Relationships Stage 2*</li> <li>Leadership Stages 1-2*</li> </ul>	<ul style="list-style-type: none"> <li>Practice Placement Standard 5.12*</li> </ul>	<ul style="list-style-type: none"> <li>B5: Provide leadership for your team*</li> <li>D6: Allocate &amp; monitor progress &amp; quality of work*</li> <li>D7: Provide learning opportunities for colleagues*</li> </ul>	<ul style="list-style-type: none"> <li>Scholarly Performance/Student-focussed Teaching: Areas of Activity 1-5*</li> <li>Scholarly Performance/Student-focussed Teaching: Core Knowledge 2,3&amp;5*</li> </ul>
2. Learning and Teaching in Practice	<ul style="list-style-type: none"> <li>Core Dimension 2: Personal and People Development Level 3*</li> <li>General Dimension 1: Learning &amp; Development Levels 1-4*</li> <li>General Dimension 6: People Management Level 1*</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and Assessing Abilities Stages 1-3*</li> <li>Facilitation of Learning Stages 1-4*</li> <li>Assessment &amp; Accountability Stages 1-3*</li> <li>Evaluation of Learning Stages 1-3*</li> <li>Leadership Stages 1-2*</li> </ul>	<ul style="list-style-type: none"> <li>Practice Placement Standard 5.4*</li> <li>Practice Placement Standard 5.7.1</li> <li>Practice Placement Standard 5.12*</li> </ul>	<ul style="list-style-type: none"> <li>B5: Provide leadership for your team*</li> <li>D6: Allocate &amp; monitor progress &amp; quality of work*</li> <li>D7: Provide learning opportunities for colleagues*</li> </ul>	<ul style="list-style-type: none"> <li>Scholarly Performance/Student-focussed Teaching: Areas of Activity 1-5*</li> <li>Scholarly Performance/Student-focussed Teaching: Core Knowledge 2,3&amp;5*</li> </ul>

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<p>3. Supporting Learning in Practice</p>	<ul style="list-style-type: none"> <li>• Core Dimension 2: Personal and People Development Level 3*</li> <li>• General Dimension 1: Learning &amp; Development Levels 1-4*</li> <li>• General Dimension 6: People Management Level 1*</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and Assessing Abilities Stages 1-3*</li> <li>• Establishing Effective Working Relationships Stage 2*</li> <li>• Facilitation of Learning Stages 1-4*</li> <li>• Creating an Environment for Learning Stages 1-3*</li> <li>• Context of Practice Stages 1-2*</li> <li>• Leadership Stages 1-2*</li> </ul>	<ul style="list-style-type: none"> <li>• Practice Placement Standard 5.4*</li> <li>• Practice Placement Standard 5.12*</li> </ul>	<ul style="list-style-type: none"> <li>• D7: Provide learning opportunities for colleagues*</li> </ul>	<ul style="list-style-type: none"> <li>• Scholarly Performance/Student-focussed Teaching: Areas of Activity 1-5*</li> <li>• Scholarly Performance/Student-focussed Teaching: Core Knowledge 2,3&amp;5*</li> </ul>
<p>4. Assessment in Practice</p>	<ul style="list-style-type: none"> <li>• Core Dimension 2: Personal and People Development Level 3*</li> <li>• General Dimension 1: Learning &amp; Development Levels 1-4*</li> <li>• General Dimension 6: People Management Level 1*</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and Assessing Abilities Stages 1-3*</li> <li>• Facilitation of Learning Stages 1-4*</li> <li>• Assessment &amp; Accountability Stages 1-3*</li> <li>• Evaluation of Learning Stages 1-3*</li> <li>• Creating an Environment for Learning Stages 1-3*</li> <li>• Leadership Stages 1-2*</li> </ul>	<ul style="list-style-type: none"> <li>• Practice Placement Standard 5.4*</li> <li>• Practice Placement Standard 5.7.4*</li> </ul>		<ul style="list-style-type: none"> <li>• Scholarly Performance/Student-focussed Teaching: Areas of Activity 1-5*</li> <li>• Leading &amp; Promoting Learning and Teaching: Areas of Activity 3*</li> <li>• Scholarly Performance/Student-focussed Teaching: Core Knowledge 2,3&amp;5*</li> </ul>

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5. Interprofessional Learning	<ul style="list-style-type: none"> <li>Core Dimension 2: Personal and People Development Level 3*</li> <li>General Dimension 1: Learning &amp; Development Levels 1-4*</li> </ul>	<ul style="list-style-type: none"> <li>Interprofessional Learning and Working Stages 1-4</li> <li>Interprofessional Assessment Stages 2&amp;3</li> <li>Facilitation of Learning Stages 1-4*</li> <li>Creating an Environment for Learning Stages 1-3*</li> <li>Context of Practice Stages 1-2*</li> </ul>	<ul style="list-style-type: none"> <li>Practice Placement Standard 5.12*</li> </ul>		<ul style="list-style-type: none"> <li>Scholarly Performance/Student-focussed Teaching: Areas of Activity 1-5*</li> <li>Scholarly Performance/Student-focussed Teaching: Core Knowledge 2,3&amp;5*</li> </ul>
6. Reflection	<ul style="list-style-type: none"> <li>Core Dimension 2: Personal and People Development Level 3*</li> <li>General Dimension 1: Learning &amp; Development Levels 1-4*</li> <li>General Dimension 2: People Management Level 1*</li> </ul>	<ul style="list-style-type: none"> <li>Facilitation of Learning Stages 1-4*</li> <li>Evaluation of Learning Stages 1-3*</li> <li>Leadership Stages 1-2*</li> </ul>	<ul style="list-style-type: none"> <li>Practice Placement Standard 5.4*</li> <li>Practice Placement Standard 5.7.4*</li> <li>Practice Placement Standard 5.12*</li> </ul>		<ul style="list-style-type: none"> <li>Scholarly Performance/Student-focussed Teaching: Areas of Activity 1-5*</li> <li>Leading &amp; Promoting Learning and Teaching: Areas of Activity 3*</li> <li>Scholarly Performance/Student-focussed Teaching: Core Knowledge 2,3&amp;5*</li> </ul>
7. Diversity	<ul style="list-style-type: none"> <li>Core Dimension 6: Equality and Diversity Levels 1-4</li> </ul>	<ul style="list-style-type: none"> <li>Creating an Environment for Learning Stages 1-3*</li> </ul>	<ul style="list-style-type: none"> <li>Practice Placement Standard 5.13</li> <li>Practice Placement Standard 5.12*</li> </ul>	<ul style="list-style-type: none"> <li>B11: Promote equality of opportunity &amp; diversity in your area of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Scholarly Performance/Student-focussed Teaching/Leading &amp; Promoting Learning &amp; Teaching: Professional Values 4</li> </ul>
<p>* = Where a standard is more adequately covered by more than one theme</p>					

**Appendix 4.3: Mapping Exercise Templates****NHS Knowledge & Skills Framework: Communication Dimension (CORE 1)****1. Which Materials have you used to demonstrate &/or support your achievement of the standard?**

<b>Aspect</b>	<b>Description</b>	<b>Location in resources</b>	<b>Reflection on completing this section</b>
Level One	Communicate with a limited range of people on day to day matters		
Level Two	Communicate with a range of people on a range of matters		
Level Three	Develop & maintain communication with people about difficult matters and/or in difficult situations		
Level Four	Develop & maintain communication with people on complex matters, issues and ideas and/or in complex situations		

**2. How have you used the resources in your professional practice to demonstrate achievement of the standards?**



**NHS Knowledge & Skills Framework: Personal & People Development Dimension (CORE 2)****1. Which Materials have you used to demonstrate &/or support your achievement of the standard?**

Aspect	Description	Location in resources	Reflection on completing this section
Level One	Contribute to own personal development.		
Level Two	Develop own skills & knowledge and provide information to others to help their development.		
Level Three	Develop oneself & contribute to the development of others.		
Level Four	Develop oneself & others in areas of practice.		

**2. How have you used the resources in your professional practice to demonstrate achievement of the standards?**

**NHS Knowledge & Skills Framework: Equality & Diversity Dimension (CORE 6)****1. Which Materials have you used to demonstrate &/or support your achievement of the standard?**

<b>Aspect</b>	<b>Description</b>	<b>Location in resources</b>	<b>Reflection on completing this section</b>
Level One	Act in ways that support equality & value diversity.		
Level Two	Support equality & value diversity.		
Level Three	Promote equality & value diversity.		
Level Four	Develop a culture that promotes equality & values diversity.		

**2. How have you used the resources in your professional practice to demonstrate achievement of the standards?**

**NHS Knowledge & Skills Framework: Learning & Development Dimension (G1)****1. Which Materials have you used to demonstrate &/or support your achievement of the standard?**

Aspect	Description	Location in resources	Reflection on completing this section
Level One	Assist with learning & development activities.		
Level Two	Enable people to learn & develop.		
Level Three	Plan, deliver & review interventions to enable people to learn & develop.		
Level Four	Design, plan, implement & evaluate learning & development programmes.		

**2. How have you used the resources in your professional practice to demonstrate achievement of the standards?**

**NHS Knowledge & Skills Framework: People Management Dimension (G6)****1. Which Materials have you used to demonstrate &/or support your achievement of the standard?**

<b>Aspect</b>	<b>Description</b>	<b>Location in resources</b>	<b>Reflection on completing this section</b>
Level One	Supervise people's work.		
Level Two	Plan, allocate & supervise the work of a team.		
Level Three	Coordinate & delegate work and review people's performance.		
Level Four	Plan, develop, monitor & review the recruitment, deployment & management of people.		

**2. How have you used the resources in your professional practice to demonstrate achievement of the standards?**

### NMC\* Standards: TEACHING & ASSESSING ABILITIES

#### 1. Which Materials have you used to demonstrate &/or support your achievement of the standard?

Level	Description	Location in resources	Reflection on completing this section
New Registrant	Have the abilities to informally support others meet their learning needs in practice environments & provide feedback.		
Mentor	Have the abilities to select, support & assess a range of learning opportunities in their area of practice for pre-registration students.		
Practice Educator	Have the abilities to design, deliver & assess learning programmes in practice settings, supporting a range of students in their area of practice ie. pre-registration, specialist practice, CPD of peers, other professionals.		
Teacher	Have the abilities to lead programme development & coordinate the work of others in delivering & assessing programmes of learning in practice & academic settings, supporting a wide range of students.		

#### 2. How have you used the resources in your professional practice to demonstrate achievement of the standards?

**NMC\* Standards: INTERPROFESSIONAL LEARNING & WORKING****1. Which Materials have you used to demonstrate &/or support your achievement of the standard?**

<b>Level</b>	<b>Description</b>	<b>Location in resources</b>	<b>Reflection on completing this section</b>
New Registrant	Work as part of an interprofessional team, recognising the learning needs of other professionals & contributing toward the provision of learning experiences for them.		
Mentor	Able to support learning in an interprofessional environment, selecting & supporting a range of learning opportunities for students from other professions within the boundaries of their expertise.		
Practice Educator	Able to support learning in an interprofessional environment, selecting & supporting a range of learning opportunities for students from all professions relevant to their level of practice & specialist expertise.		
Teacher	Are able to support interprofessional learning & working, selecting & supporting a range of learning opportunities for students from all professions, supporting practice development.		

**2. How have you used the resources in your professional practice to demonstrate achievement of the standards?**

**NMC\* Standards: INTERPROFESSIONAL ASSESSMENT**

**1. Which Materials have you used to demonstrate &/or support your achievement of the standard?**

Level	Description	Location in resources	Reflection on completing this section
New Registrant			
Mentor	Contribute to the assessment of other professionals under the supervision of an experienced assessor from that profession.		
Practice Educator	Able to use agreed criteria for cross-professional assessment & supervise mentors using such criteria.		
Teacher	Able to generate & use cross-professional assessment criteria, supervising mentors & teachers from other professions in the implementation of such criteria.		

**2. How have you used the resources in your professional practice to demonstrate achievement of the standards?**

### NMC\* Standards: ESTABLISHING EFFECTIVE WORKING RELATIONSHIPS

#### 1. Which Materials have you used to demonstrate &/or support your achievement of the standard?

Level	Description	Location in resources	Reflection on completing this section
New Registrant	Work as member of multi-professional team, contributing effectively to team working. Support those new to the team in integrating into the practice learning environment. Act as a role model for safe & effective practice.		
Mentor	Develop effective working relationships based on mutual trust & respect. Demonstrate an understanding of factors that influence how students & new practitioners integrate into practice settings. Provide ongoing & constructive support for those going through this process to facilitate transition from one learning environment to another. Support those taking on an associate mentor role.		
Practice Educator  Practice Educator	Have effective professional & interprofessional working relationships to support learning for entry to register & education at a level beyond initial registration. Are able to support students moving into a level of practice beyond initial registration, identifying their individual needs in		



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	moving to a different level of practice. Support mentors & other professionals in their roles to support learning across practice & academic learning environments.		
Teacher	Demonstrate effective relationships with other members of the teaching teams in practice & academic settings based on mutual trust & respect. Maintain appropriate supportive relationships with a range of students, mentors, practice teachers and other professionals. Foster peer support & peer learning in practice & academic settings for all students. Support students to integrate into new environments & working teams to enhance access to learning.		

**2. How have you used the resources in your professional practice to demonstrate achievement of the standards?**

**NMC\* Standards: FACILITATION OF LEARNING****1. Which Materials have you used to demonstrate &/or support your achievement of the standard?**

<b>Level</b>	<b>Description</b>	<b>Location in resources</b>	<b>Reflection on completing this section</b>
New Registrant	Co-operate with those who have defined support roles contributing toward the provision of effective learning experiences. Share their own knowledge & skills to enable others to learn in practice settings.		
Mentor	Use knowledge of the student's (or new practitioner's) stage of learning to select appropriate learning opportunities to meet individual needs. Facilitate the selection of appropriate learning strategies to integrate learning from practice & academic experiences. Support students & new practitioners in critically reflecting upon their learning experiences in order to enhance future learning.		
Practice Educator	Enable students to relate theory to practice whilst developing critically reflective skills. Foster professional growth & personal development by use of effective communication & facilitation skills. Facilitate & develop the ethos of interprofessional learning & working.		
Teacher	Promote development of enquiring, reflective, critical & innovative		

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	<p>approaches to learning. Implement range of learning &amp; teaching strategies across a range of settings. Provide support &amp; advice, with ongoing &amp; constructive feedback to students, to maximize individual potential. Co-ordinate learning within an interprofessional learning &amp; working environment. Facilitate integration of learning from practice &amp; academic settings. Act as a practice expert to support development of knowledge &amp; skills for practice.</p>		
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**2. How have you used the resources in your professional practice to demonstrate achievement of the standards?**

**NMC\*Standards: ASSESSMENT & ACCOUNTABILITY****a. Which Materials have you used to demonstrate &/or support your achievement of the standard?**

Level	Description	Location in resources	Reflection on completing this section
New Registrant	Work to the NMC <i>Code of Professional Conduct: Standards for Conduct, Performance &amp; Ethics</i> in maintaining own knowledge & proficiency for safe & effective practice. Provide feedback to others in learning situations & to those who are supporting them, so that learning is effectively assessed.		
Mentor	Foster professional growth, personal development & accountability through support of students in practice. Demonstrate a breadth of understanding of assessment strategies & ability to contribute to the total assessment process as part of the teaching team. Be accountable for confirming that students have met the NMC standards of proficiency & are fit to practice.		
Practice Educator	Set effective professional boundaries whilst creating a dynamic, constructive teacher-student relationship. In partnership with other members of the teaching team use knowledge & experience to design & implement assessment frameworks. Able to assess		

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	practice at a level beyond that of initial registration. Be accountable for decisions that students have met NMC standards of proficiency for registration & recordable qualifications at a level beyond initial registration.		
Teacher	Set & maintain professional boundaries that are sufficiently flexible for interprofessional learning. Develop with others, effective assessment strategies to ensure that standards of proficiency for registration or recordable qualifications at a level beyond initial registration are met. Support others involved in the assessment process, students, mentors & peers. Provide constructive feedback to students & assist them in identifying future learning needs. Be accountable for their decisions related to fitness to practice for registration or recordable qualifications.		

**2. How have you used the resources in your professional practice to demonstrate achievement of the standards?**

### NMC\* Standards: EVALUATION OF LEARNING

#### 1. Which Materials have you used to demonstrate &/or support your achievement of the standard?

Level	Description	Location in resources	
New Registrant	Contribute information related to those learning in practice, and about the nature of learning experiences, to enable those supporting students to make judgments on the quality of the learning environment.		
Mentor	Contribute to evaluation of student learning & assessment experiences, proposing aspects for change resulting from such evaluation. Participate in self & peer evaluation to facilitate personal development & contribute to the development of others.		
Practice Educator	Design evaluation strategies to determine the effectiveness of practice & academic experience accessed by students at both registration level & those in education at a level beyond initial registration. Collaborate with other members of the teaching team to judge & develop learning assessment & support appropriate to practice & levels of education. Collect evidence on the quality of education in practice & determine how well NMC requirements for standards of proficiency are being		

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	achieved.		
Teacher	Determine & use criteria for evaluating the effectiveness of learning environments, acting on findings with others, to enhance quality. Foster & participate in self & peer evaluation to enable students to manage their own learning in practice & academic settings & to enhance PPD. Evaluate the effectiveness of assessment strategies in providing evidence to make judgments on fitness to practice. Report on the quality of practice & academic learning environments to demonstrate that NMC requirements have been met, particularly in relation to support of students & achievement of standards of proficiency.		

**2. How have you used the resources in your professional practice to demonstrate achievement of the standards?**

**NMC\* Standards: CREATING AN ENVIRONMENT FOR LEARNING****1. Which Materials have you used to demonstrate &/or support your achievement of the standard?**

<b>Level</b>	<b>Description</b>	<b>Location in resources</b>	<b>Reflection on completing this section</b>
New Registrant	Demonstrate a commitment to continuing professional development to enhance own knowledge & proficiency. Provide peer support to others to facilitate their learning.		
Mentor	Support students to identify both learning needs & experiences that are appropriate to their level of learning. Use a range of learning experiences, involving patients, carers & the professional team, to meet defined learning needs. Identify aspects of the learning environment which could be enhanced, negotiating with others to make appropriate changes. Act as a resource to facilitate PPD of others.		
Practice Educator	Enable students to access opportunities to learn & work within interprofessional teams. Initiate the creation of optimum learning environments for students at registration level & for those in education at a level beyond initial registration. Work closely with others involved in education, in practice & academic settings, to adapt to change & inform		



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	curriculum development.		
Teacher	Develop opportunities for students to identify & access learning experiences that meet their individual needs. Ensure such opportunities maintain the integrity of the student's professional role whilst responding to the interprofessional context of practice. Determine with others, audit criteria against which learning environments may be judged. Support & develop others involved to ensure that learning needs are effectively met in a safe environment. Explore & implement strategies for continuous quality improvement of the learning environment.		

**2. How have you used the resources in your professional practice to demonstrate achievement of the standards?**

**NMC\* Standards: CONTEXT OF PRACTICE****1. Which Materials have you used to demonstrate &/or support your achievement of the standard?**

<b>Level</b>	<b>Description</b>	<b>Location in resources</b>	
New Registrant	Whilst enhancing their own practice & competence as a registered nurse or midwife, act as a role model to others to enable them to learn their unique professional role.		
Mentor	Contribute to the development of an environment in which effective practice is fostered, implemented, evaluated & disseminated. Set & maintain professional boundaries that are sufficiently flexible for providing interprofessional care. Initiate & respond to practice developments to ensure safe & effective care is achieved & an effective learning environment is maintained.		
Practice Educator	Recognise the unique needs of practice & contribute to development of an environment that supports achievement of NMC standards of proficiency. Set & maintain professional boundaries whilst at the same time recognizing the contribution of the wider interprofessional team & the context of care delivery. Support students in exploring new ways of working & the impact this may		

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	have on established professional roles.		
Teacher	Support students in identifying ways in which policy impacts on practice. Contribute effectively to processes of change & innovation, implementing new ways of working that maintain the integrity of professional roles. Negotiate ways of providing support to students so that they can achieve their learning needs within the context of professional and interprofessional practice. Act as a role model to enable students to learn professional responsibilities & how to be accountable for their own practice. Adapt to change, demonstrating to students how flexibility may be incorporated whilst maintaining safe & effective practice.		

**2. How have you used the resources in your professional practice to demonstrate achievement of the standards?**

**NMC\* Standards: LEADERSHIP****1. Which Materials have you used to demonstrate &/or support your achievement of the standard?**

<b>Level</b>	<b>Description</b>	<b>Location in resources</b>	<b>Reflection on completing this section</b>
New Registrant	Use communication skills effectively to ensure that those in learning experiences understand their contribution & limitations to care delivery. Provide feedback to those leading educational programmes about the effectiveness of learning & assessment in practice.		
Mentor	Plan a series of learning experiences that will meet student's defined learning needs. Be an advocate for students, to support them accessing learning opportunities that meet their individual learning needs, involving a range of other professionals, patients, clients & carers. Prioritise work to accommodate support of students. Provide feedback about the effectiveness of learning & assessment in practice.		
Practice Educator	Provide practice leadership & expertise in application of knowledge & skills based on evidence. Demonstrate the ability to lead education in practice, working across practice & academic settings. Manage competing demands of practice &		

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	education related to supporting different levels of students. Lead & contribute to evaluation of the effectiveness of learning & assessment in practice.		
Teacher	<p>Demonstrate effective communication skills to facilitate delivery of educational programmes leading to registration or recordable qualifications. Initiate &amp; lead programme development &amp; review processes to enhance its quality &amp; effectiveness. Develop effective relationships with practice &amp; academic staff involved in programme delivery to ensure clarity of contribution &amp; strategies to respond to evaluation of learning experiences. Demonstrate strategic vision for practice &amp; academic development relevant to meeting NMC requirements. Manage competing demands to ensure effectiveness of learning experiences for students. Lead, contribute to, analyse &amp; act on the findings of evaluation of learning &amp; assessment to develop programmes.</p>		

**2. How have you used the resources in your professional practice to demonstrate achievement of the standards?**

**STATUTORY\* / PROFESSIONAL BODY STANDARDS MAPPING EXERCISE****HPC\*: Standards****1. Which Materials have you used to demonstrate &/or support your achievement of the standard?**

<b>Practice Placement Standard</b>	<b>Description</b>	<b>Location in resources</b>
<b>5.4</b>	Learning, teaching & supervision must be designed to encourage safe & effective practice, independent learning & professional conduct.	
<b>5.7.1</b>	Students & practice educators must be fully prepared for placement, which will include information about & understanding of the learning outcomes to be achieved.	
<b>5.7.4</b>	Students & practice educators must be fully prepared for placement, which will include information about & understanding of assessment procedures & implications & actions around failing.	
<b>5.12</b>	Range of learning & teaching methods that respect the rights & needs of patients & colleagues must be in place.	
<b>5.13</b>	Placement providers must have equal opportunities & anti-discriminatory policy & indicate how this is implemented & monitored.	

**2. How have you used the resources in your professional practice to demonstrate achievement of the standards?**

## PROJECT AIMS

The Project aims to make practitioners more effective at supporting & supervising students in the workplace across a range of healthcare disciplines.

The professions involved in the project are:

- Dietetics
- Nursing
- Occupational Therapy
- Physiotherapy
- Radiography

The principal questions to be addressed in this project are:

- What constitutes effective practice in placement education?
- How can effective practice be implemented at organisational, professional and practitioner levels so as to maximise student learning on placement?
- How can this good practice be developed and embedded in the contexts of health and social care within a multicultural workforce?

Project Administrator

Telephone: 028 90 368 458

[www.practicebasedlearning.org](http://www.practicebasedlearning.org)

